DOCUMENT RESUME

ED 077 794 SO 005 649

AUTHOR	Danzinger, Carl
TITLE	Community Research Techniques.
INSTITUTION	Multi-District Inst. for Political Education, Pitman, N. J.
PUB DATE	[73]
NOTE	44p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Study; Community Surveys; Guides; Methods Research; Models; Political Issues; Question Answer Interviews; Questioning Techniques; Research Design; *Research Methodology; Research Problems; Social Problems; Social Sciences; *Student Research; Techniques

ABSTRACT

Techniques of sociological research--defined as the assembly, organization and interpretation of facts that help explain human activity--are described in this guide to community research strategies. In Part I of the booklet some basic aspects of research are examined, illustrating procedures of stating and examining a research problem. The scope is narrowed in Part II to the problem of community research and suggestion is made of a variety of ways in which to gather information for research purposes. Appendices include an outline of questions involved in sociological research and examples of questionnaires and interview techniques. (SHM)

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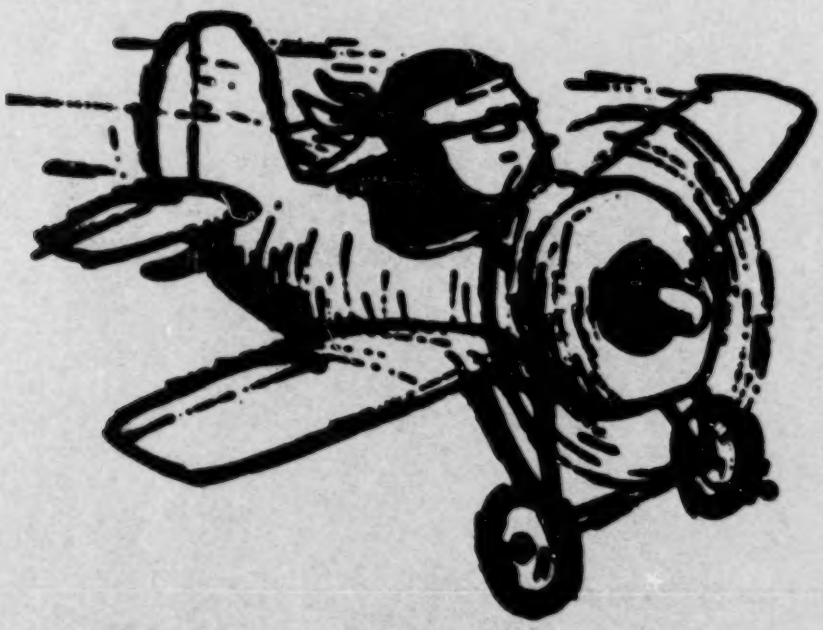

RESEARCH

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COMMUNITY RESEARCH

TECHNIQUES

Barry E. Lefkowitz

M.D.I.P.E. Director

Community Research
Technique Guide
developed by

Carl Danzinger
Sociologist
Consultant to M.D.I.P.E.

In this brief booklet we hope to open the door, and throw at least a ray of light on the subject of social research. You might consider this text an invitation to a means of better understanding the world around you. Sociological Research assembles, organizes and interprets facts that help to explain human activit,.

The first part of our booklet attempts to examine some of the very basic aspects of research: To teach by example, to illustrate the procedures of stating and examining a research concern. Part two, although in general terms, narrows the scope to the problem of "community" research and suggests a variety of means by which we can attach a research problem.

Do not expect to have all your questions answered. Do not expect to be magically transformed into a professional research methodologist. In fact our goal is more to provoke questions than to provide answers. Our hope is that you will use this introduction as a stepping stone into the vast and complicated yet meaningful unknown world of social research.

Part I - Everything you always wanted to know about research but didn't know how to ask.

A. How do you get started?

What is it that we want to research? Our first step in the research process is to choose and state the specific problem or issue which we are interested in studying. Although we ask ourselves questions all the time, we do not usually consider these to be social research. For example, John

wonders whether Mary likes him enough to go out with him on Saturday night (please excuse the sexist direction of this question). John decides to do research on this question; he calls her up and asks for a date. She answers that she expects to be going out and offers to fix him up with one of her girlfriends. John analyzes and interprets this information. Not only does she not want to go out this Saturday night, she also wants him to go out with a friend of hers. What conclusion should John draw from this information (data)?

Although this example may seem somewhat trivial it does make a basic point. A problem you decide to study might be almost anything with which you are concerned. The most important ingredient is your own interest or desire to explore the problem. The term problem, as used here in discussing research, means any topic of concern or any issue raised for study. Be careful not to restrict the meaning of "problem" to "something wrong" or to something in conflict with your own or society's values.

It is helpful to state the problem in the form of a question. For example:

1. Does involvement in community organizations increase political awareness?
2. What is it like to live in a Mobile Home Park?
3. Are the residents in different parts of a city equally satisfied with police service?
4. What effect do wives and girlfriends have on the recidivism (return to prison) of parolees?

5. Are there some workable alternatives to marriage other than the present, nuclear family arrangement?

6. How do individuals decide which political party to support?

In attempting to formulate your research question there are a number of important considerations that you should keep in mind. Your answers to the following questions will give you a good idea as to whether your problem is useful, reasonable and researchable. Ask yourself:

1. Why do you want to study this question?

2. Will the information you obtain have some practical significance in real-life situations?

3. Of what interest or importance is your problem theoretically? will your findings probably be useful in developing ideas or theories on the subject?

4. Have you narrowed your problem sufficiently so that it can reasonably be handled with the time and resources you have available?

B. What is the purpose or goal of the study?

Social research generally falls into one of two categories although any project may have both of the following goals.

1. The main purpose of an <u>exploratory</u> study is to examine a problem or field in order to uncover areas for more intensive study. We often think of this type of procedure as a descriptive analysis. Our goal is to accurately and systematically paint a picture of what is occurring, to report about, or to describe, some phenomenon which interests us. This

type of study will usually answer such questions as who, what, where, when, or how much. A few examples will be helpful.

a. What are the causes of drug addiction?

b. Who are the people living in a Mobile Home Park? Where do they come from (geographically)? How long do most mobile home dwellers live in one place?

c. What happens in a process of small group interaction? Does one person usually wind up as a leader of the group?

The descriptive or exploratory study simply describes the situation. It gives an account or a picture of the social reality.

--Drug addiction is related to social status, age, education and ethnicity

--Mobile home dwellers are more likely to be young married couples or retirees rather than families with children.

or

The average mobile home dweller moves his home very infrequently; perhaps, only once every five years.

--Almost all groups have a tendency to have the leadership role fall to one individual.

2. The main purpose of the hypothesis testing study is to determine the relationship existing between two or more variables. The hypothesis testing study places emphasis on the reasons for, or the causes of, an attitude or behavior. It attempts to explain the phenomenon rather than just describe it. This type of study answers the questions how? and why? An hypothesis is a statement of a relationship between variables. For example:

a. The lower the socio-economic status of an area the less efficient are the public services.

b. The higher the social class background of the individual the lower the possibility that he will have a "record" as a juvenile delinquent.

c. High income is positively related to voting Republican.

d. Marital status is related to rates of suicide: Being single (as an adult) increases the likelihood of suicide.

Each hypothesis contains two variables that we have suggested are related.

a. SES and public services

b. Class and delinquency

c. income and voting preference

d. marital status and rates of suicide.

One variable is called the independent variable. This is the variable which either comes prior in time (to the other variable); or is thought to be a possible causal factor of the other variable. The second variable is called the dependent variable. This is the variable which either comes after the independent variable in time, or is the variable we are trying to explain. For example, we explain voting preference the dependent variable by the causal factor of income the independent variable.

To summarize, the purpose of social research is either to explore and describe social phenomenon or to test "hypothesis that examines the relationship between variables. In developing a hypothesis you should keep in mind that your variables should be clearly defined. You must be capable

of (operationalizing your concepts, measuring the variables in some accurate way). You must develop a means by which you can reasonably test your hypothesis.

It is not possible in this brief introduction to examine all the questions we must answer in designing and carrying out our research. Appendix A of this booklet suggests some questions we must ask ourselves in creating a research design. Appendix B provides a few example questionnaires and Appendix C shows an outline of a structured interview.

A GUIDE TO COMMUNITY RESEARCH

The local community provides a setting for a conceivably infinite number of research projects. A researcher may ask questions about housing, education, politics, race relations, economic structure, police behavior, crime, delinquency, drugs, new life styles and find answers related to all these issues in a single community.

Not so long ago community studies focused on the entire community. Researchers spent long periods of time living in communities and studying several aspects of community life at one time. At that time, sociologists were interested in discovering the differences between rural and urban communities as much as they were interested in describing individual towns and cities. Today, due to the effects of the mass media and rapid transportation, rural-urban differences are not as great as they were at one time, and community studies have tended to become focused on problems "within" the community. This new perspective allows researchers to focus on one area of community life at a time and often on one particular question or issue.

In the next few pages, we will describe the three basic methods of data gathering from which you will choose when conducting your own research and then describe four areas of community life which you may be interested in studying.

The three principal methods of gathering information for research purposes are observation, questioning, and the use of available data. In this section, we present a brief discussion of each method examining the usefulness and practicality of each in terms of community research.

OBSERVATION

Observation is a method of gathering information which has frequently been used in studying community activity. The procedure involves taking notes on what you see taking place and later looking for patterns of behavior that may emerge in your notes. A good example of a research project which used observation is a study conducted by William Foote Whyte in an Italian slum in Boston in the 1940s entitled Street Corner Society. Whyte wanted to study the principal organizations in the Italian community. He lived in the area for three years and collected a great deal of information on political activity, church involvement and family life. Eventually, his attention became focused on the "street-corner" gangs in the neighborhood. He observed two gangs and learned among other things the differences in the behavior of gang leaders and followers and what purposes the gangs served for the boys in the neighborhood. He found, for example, that the gang leader was more likely, than other gang members, to be expected to fulfill all of his personal obligations and that the leader always spent more money on his followers than they spent on him. Whyte noticed that when the leader was not present, the other members of the gang were divided into a number of small groups rather than interacting as a single gang.

Other observation studies have focused on church groups, community associations, bars and night clubs, and communes. In another well-known study using observation as the method of data-gathering, Eliot Liebow described the day-to-day lives of unemployed black men in Washington, D.C.

Although these studies seem particularly broad and time-consuming, you should not reject observation as a useful and practical means of collecting data. Sociologists usually rely on observation when neither questioning nor the use of available data (discussed below) seem appropriate. Sometimes people are unable to describe their behavior to an outside researcher. They become so involved in their activities that they are not aware of certain recurring patterns in group activity. This is certainly true of "Doc", one of Whyte's gang leaders. Doc didn't realize that as the leader of his gang he typically initiated all action for the group without consulting other members while followers discussed alternatives with each other in the leader's absence. Thus, Doc was unable to answer some questions about the gang's behavior.

Observation need not be limited to extremely long periods of time such as a year or more. An observer might spend an afternoon watching children playing on a playground or in a kindergarten class noting how children from different backgrounds behave, whether there are friendship groups, which children are in each group and how members of different groups interact. (This suggestion provides another illustration of the special usefulness of observation. The children would have a difficult time answering a researcher's sophisticated questions about their behavior.) A researcher might attend City Council meetings over a period of weeks or months to learn how the representatives of different districts in the city differ from one another in their discussion of the issues and voting activity, whether there are political factions among the Council members, or simply how a formal Council meeting proceeds. An even simpler use of observation

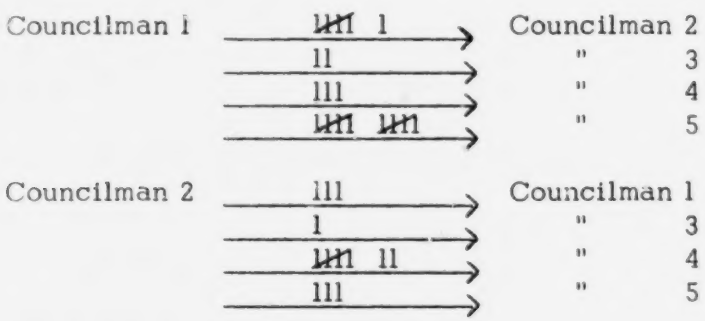
is to note the kinds of people who use public transportation into and out of a particular area at different times of day. Busses traveling to some suburban communities in the early morning, for example, are crowded with domestic workers from a nearby central city while transportation going in the other direction is often used primarily by commuting businessmen. Even this simple observation can give the researcher an insight into the kind of community he is studying.

Whatever subject is chosen for study, there are some general limitations to the method of observation which the researcher should recognize. One limitation has been labelled a "biased viewpoint." This limitation refers to the fact that people (even sociological researchers) often see what they want to see or what they expect to find, thus biasing the results of a study. A means of avoiding this problem is to have two or more researchers observe the same activity. The notes of the independent observers are likely to be somewhat different, requiring a discussion among the researchers in order to arrive at some consensus regarding what "really" happened.

There is no single set of instructions for note-taking when using observation. Some researchers have a very clearly formulated question in mind when they begin to observe and can use a short checklist of activities as their notes.

Other investigators feel that they do not know enough about the area they are planning to study and thus proceed by taking very full notes on everything that occurs. Returning to our City Council example for a moment, one researcher may already know that the Council is divided into two factions

and which members make up the two sides from having read newspaper accounts of past meetings. He or she may be interested in finding out whether the members of each faction speak primarily to each other or primarily to members of the opposing group. He starts with a diagram which will help him note very quickly who speaks to whom during a meeting. The page might look like this:



He places a mark on the appropriate line each time one of the councilmen speaks to another. When the meeting is over he can tally his marks in order to answer his question.

A less knowledgeable researcher, on the other hand, may not know what aspect of the City Council meetings he is interested in. In this instance, it is more appropriate to take notes which are as complete as possible. When they are complete, the researcher is better able to determine any predominant patterns of action. It is generally useful to distinguish between actual observations and your interpretations of what you have observed. Notes should include "facts" only. You can interpret the facts after the observation is completed.

Another limitation to observation is a possible "control effect." The interaction or behavior being observed may change because of the observer's presence. People sometimes behave differently when they know they are

being observed. This limitation may be overcome by not revealing your presence (or the purpose of your presence). This in itself presents another question--whether it is ethical to observe people without their knowledge. Each researcher must answer that question for himself. The observer may chose to participate in the activity or to observe from some unobtrusive vantage point. (non-participant observation)

We should also point out that observation taps <u>behavior</u> only. By simply observing groups, we cannot know the attitudes and feelings of the individuals. To learn about these aspects of community life, we turn to the second method of data-gathering--questioning.

QUESTIONING

We are all familiar with national surveys and polls. The mass media report the findings of surveys regularly. Polls usually tell us how the country feels about a certain issue or predict which candidate is most likely to win an upcoming election.

Surveys are often conducted at the local level as well as at the national level, although their results are not as widely reported. A researcher or a research team may poll an entire community or smaller areas within the community such as political wards, neighborhoods, school districts, and so on.

The basic tool in carrying out a survey is the questionnaire. Questionnaires may be self-administered, that is, filled out by the respondents themselves, or completed by an interviewer who personally asks the questions to the respondents. In addition to questions concerning the focus of the research (such as attitudes concerning the need for a day-care center in the area or feelings about police-community relations or landlord-tenant relations), a good questionnaire should also include questions on the background characteristics of the respondents. The complete list of background information depends in part on the object of the study, but we can give a partial list of information that is commonly obtained. Usually included are questions on age, sex, marital status, occupation, income, education, religious preference and possibly ethnic backgrounds. If the focus of a study is on felt need for a day-care center in a neighborhood, the researcher will want to ask for the number and age of children in each family. Other special

studies should include any other seemingly relevant background characteristics.

When a study group wants to survey an entire community or a large section of a community, there are special procedures for choosing a sample of respondents rather than questioning all residents of the area. These procedures are too involved for us to consider here, but we can suggest that researchers interested in conducting a large-scale survey consult an expert and/or refer to the books by Riley and Blalock listed in the bibliography.

Questioning, of course, is not limited to the use of detailed and specific questionnaires. As with the different types of observation, when the student has limited knowledge about the area of inquiry, perhaps the best approach is to conduct intensive interviews with well-informed respondents. A researcher may want to find out how an important community decision has been made. He or she decides to question some of the people whom the local newspaper reports as participants. Because intensive interviews will require more time than questionnaire interviews, it is necessary to make an appointment with the respondent or respondents beforehand. When the appointment is made, the interviewer should tell the respondent what subject area the interview will be concerned with and how long it will take. During the actual interview, it is a good idea to have a list of questions or subjects that you want to cover in the interview. Take

Questionnaires should be pre-tested with a small number of respondents before the final form and nature of the questions are decided.

notes as completely as you can and fill in any details as soon after the interview as possible.

Occasionally, intensive interviews are conducted before constructing a questionnaire. They tell the researcher what questions would be suited for a future questionnaire and suggest appropriate wording for those questions.

AVAILABLE DATA

Data which has already been collected provides perhaps the best single source of information for obtaining an overall description of a community and its resources. For most communities, there exists a vast resevoir of information in libraries, in city and county offices, social service agencies and newspaper clipping files. The use of available data for social research is less expensive and less time-consuming than collecting new data by means of observation or questioning, and available data covers a broader range of subject areas than any single first hand data collection can provide.

The questions to ask of available data are: Is the information accurate? and Does the information which is available help to answer my question? In some cases, available information will be too dated for your purposes; in others, it may not conform directly to your needs.

Here we list some of the major sources of available information:

1) Census Data - Census data can be found in local libraries or may be obtained directly from the Superintendent of Documents at the U.S. Government Printing Office in Washington. Local or county planning boards may also have census reports for public use.

What kinds of information does the census give us? The census provides housing and population statistics for the United States as a whole, for each state, counties, metropolitan areas, cities and even small areas such as census tracts (specially defined by the Census Bureau) and city

blocks. Population characteristics reported for each of these areas are color or race, sex, age, years of school completed, employment status, occupation, industry and class of worker, income, place of work and other characteristics of the population living in the area. The data on housing includes such items as condition of the housing units, average number of rooms in residences, whether households have such facilities as telephone, complete kitchen equipment or basement, whether housing units are owned or rented by their occupant, the median value of housing units in the area and the median monthly rent paid for rented units.

2) Historical Information - If any community histories exist, they will most likely be found at the local library or Historical Society.

3) Newspaper Clipping Files -- Local newspaper offices not only have collections of back newspapers, they very often maintain clipping files indexed by subject areas and prominent community names for the use of their reporters. Outsiders are usually allowed to study these files which are particularly useful for following the course of a community issue.

4) Chamber of Commerce - The local Chamber of Commerce can provide information on local business and industry. Chamber of Commerce reports usually paint a rosy picture of the community's future, but they do include useful and up-to-date information.

5) League of Women Voters - The LWV usually puts out a factbook on community government describing the structure and functions of local government with the names and addresses of government officials.

6) Information on Corporations - The reference section of the local library should have Moody's Industrial Manual, Poor's Register of Corporations, Directors and Executives, and Who's Who in America.

7) Social Service Agencies - These offices usually have quite a bit of information on the aspect of the community which concerns them. Examples are welfare agencies, health services, clinics, counseling services, drug rehabilitation centers, unemployment and job training offices, etc.

8) General Reference Material - The public or university library in the community will probably have a special section on the city. In addition, the reference department has many useful sources of information and a reference librarian to help you find what you want.

Observation, questioning, and the use of available data are the three methods of collecting information for research in the community. Each approach has advantages and limitations, and you should carefully consider the most useful approach for answering your question about community life. Remember that the three data-collection procedures may be used in any combination. Combining the methods may lead to a clearer understanding of the phenomenon you choose to study.

In the next section we discuss four areas of community life which may be of interest to students--economic structure government, housing and education. There are suggestions for questions and directions to sources of information. You should remember that there are many more areas of community life to consider and any number of questions to ask. The following discussions should be viewed as examples of possible research procedures.

SOME AREAS TO INVESTIGATE

Economic Structure

Perhaps the first question you will want to answer about the economic structure of your community is: What are the principal businesses and industries? Every state publishes an Industrial Directory (available at the public library and university libraries) which lists every business employing over 100 people. There is a separate list for each county. Remember that certain service institutions such as the educational system, government, hospitals, prisons, and so on, may employ large numbers of people in certain communities. Census data can give you a rough idea of the number of people employed in this sector.

For financial information about particular businesses, consult Moody's Industrial Manual and/or the companies' annual reports which are on file with the state's Secretary of State, and for information about corporation executives, see Poor's Register of Corporations, Directors and Executives or Who's Who in Commerce and Industry.

You may also be interested in the labor movement in your community. You can find out what percentage of workers in your community are members of unions and the names of the largest unions in the area by asking at the local or regional AFL-CIO office. If you are curious about the history of the labor movement or labor-management relations in the community, a good place to start looking for information is in newspaper clipping files. You might also interview local radio, television or newspaper reporters who cover labor relations or try to locate books on the subject. To obtain

information on working conditions in local employment situations, the best approach is to gather current data by either observation or questioning. You may also want to find out about migrant labor in the area, wages and working conditions.

Another aspect of a community's economic structure is its residents' income. You may want to know what percentages of local families fall into various income groups or how many families fall below the poverty level or in the very high income categories and where each income group lives. All of this information is available in printed reports from the Bureau of the Census. Your library should have them.

Other questions to consider under the general heading of economic structure are: What is the local unemployment rate? Is the rate different for whites and blacks, males and females? Are there any job-training programs in the area? How many families or individuals are on welfare? You should think of more.

Government, Politics, Law Enforcement

To understand the structure of the local government, begin by making a list and if possible an organizational chart of the city, county and state elected and appointed offices with the duties of each office. As mentioned above, the League of Women Voters will probably be able to supply you with this information. If the League cannot, consult the city charter or the city or state government directory. Also note the extent to which governmental units overlap in authority.

The extent to which a local government can perform the functions

which its citizens want is limited by the amount of money it can raise from taxes and obtain from other governmental sources. You may want to find out what the community's sources of income are. Some possibilities are property taxes, sales taxes, sale of property, fines, fees and liscences, and grants-in-aid. What proportion of local income comes from the state and how much comes from the federal government? You will also want to know how the city spends its money. A copy of the city's operating budget is probably available at city hall. A useful way of presenting this information is to draw a circle divided into parts which show how much of each dollar spent goes to certain services.

Under the heading of politics, consider the strength of the major political parties. You can get a good idea of the formal structure of local political parties from the election laws obtainable at city hall or from the Secretary of State. If you are interested in voting statistics for particular areas in the community, go to the city clerk's office for local election statistics and the county clerk's office for state and congressional elections. Also make sure to get a ward or precinct map from the city or county clerk.

If you are interested in the workings of the city council or assembly, attend a few meetings--they are open to the public. If you have a question about community or neighborhood attitudes concerning a particular political issue, conduct a small survey. If you are interested in the informal workings of the political parties, participate in a local campaign or interview some "insiders."

Law enforcement has become topic of general interest to everyone in the last several years. Some people complain about police brutality and

unfair treatment while others lament the lack of law and order and the rise of crime in the streets. To find out about police and community attitudes, you might interview residents from several areas of the community and some policemen as well.

Local police departments may have on file an annual report which gives the structure of the department and type of personnel (patrolmen, detectives, etc.) and reported statistics on crime, arrests and convictions.

Housing

As we mentioned in the discussion of available data, printed reports from the Census Bureau provide a great deal of information on the condition of housing in the community as a whole and for smaller areas such as census tracts and city blocks. You can learn where most homeowners and renters live, where the most and least expensive dwelling units are located and what kind of facilities the dwelling units in each block house, how many units are for sale and the median price asked for the units on the market. These data can tell you how segregated housing is in your community and whether blacks pay higher rents than whites for housing of similar quality.

Other questions to consider are: What types of control such as zoning ordinances, building code; sanitary codes are exercised over new housing construction? How well are controls enforced? How many people live in low-income or public housing projects? What are the living conditions in the projects? Are there any tenant organizations in the area? If so, what are their major complaints and activities? You should think of additional questions.

Education

As under the other headings, the data collection concerning the educational system should begin with available data. The local Board of Education is the most logical place to go for the basic facts about the public school system. There you can learn the names and boundaries of schools, budget appropriations and expenditures, number of students in the schools and so on. The state Department of Education can provide information on state laws and regulations affecting local school systems, such as source of funds and policy on racial balance.

Some questions to consider might be: Who are the members of the Board of Education. How long do they serve? Are they elected or appointed? How much money does the city, state and federal government contribute toward the local school budgets? Have local bond issues for education typically been approved or turned down? How much money is spent per pupil for the entire system and for each school? Are the schools overcrowded? How old are the school buildings? Are there plans for new facilities?

Are the teachers unionized? What positions on various issues do teacher organizations take? Is the "track" system used in junior and senior high schools? Can you obtain average reading and mathematics test scores for the entire school system or for individual schools? What is the drop-out rate in junior and senior high schools for particular schools and among blacks, whites, boys and girls?

If you are interested in segregation in the schools, find out the racial composition of each school and the means by which the school board is

attempting to de-segregate the school system. You may also want to know how many children who are eligible to go to public schools attend private ones. How many of these attend private schools within the community? What are the opportunities for adult education in the community?

Economic structure, government, education and housing are only four of many areas of community life which you as a social researcher may want to investigate. We urge you to think of other areas of interest for community research and to formulate interesting and imaginative questions to ask. Obviously, it is to your best advantage to carefully evaluate and employ any data which is available for public use before going out into the field to collect new data through questioning and observation. The use of available data will cut down on time and expense in the data-collection process. If there are no data available for answering a question you might have, then you should conduct small scale studies of your own, remembering the particular advantages and disadvantages of observation and questioning.

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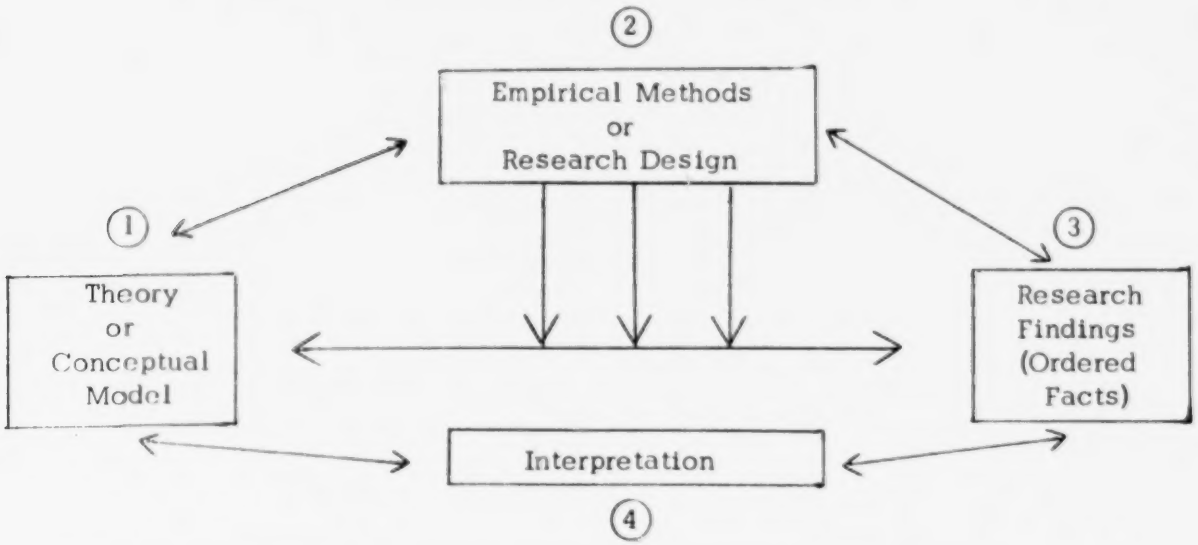
An Outline of Questions
involved in
Sociological Research

Appendix A

"Sociological Research assembles, organizes and interprets facts that help to explain human activity."

Diagram of the Research Process



Model or Theory - vague hunch or clearly formulated proposition.

Research Design - The methods we use or the procedures we follow to obtain the information (data) necessary to test our theory.

Questions we must ask ourselves in creating the design.

(1) What level are we interested in?
- a - individual
- b - dyad (pair)
- c - group
- d - society

(2) How many cases do we need? (the sample)
- a - single case
- b - few selected cases
- c - many selected cases
- d - representational
- e - analytic
- f - representational and analytic (stratified sample)

(3) Do we want to look only at the present or do we wish to seek information about the past and the future?
- a - present
- b - past
- c - future
- d - panel study

(4) How much control should we have?
- a - no control
- b - unsystematic control
- c - systematic control

(5) What sources of data should we use?
- a - new data
- b - available data
- c - both

(6) In what way should we gather the data?
- a - observation
  - 1 - participant observation
  - 2 - non-participant observation
- b - questioning
  - 1 - questionnaires
  - 2 - interviews
    - (a) structured
    - (b) unstructured
- c - combined questioning and observation

(7) How do we analyze the findings, after the data has been collected?
- a - unsystematic description
- b - systematic measurement
- c - both

(8) What are the problems of your relationship to the public?
- a - cooperation
- b - ethics
- c - time and money
- d - how realistic is the data
  - 1 - validity
  - 2 - reliability

Carl Danziger

November 1972

With the cooperation of the Newark Police Department, Rutgers -- The State University is conducting a study of police community relations. We are asking your cooperation in filling out this questionnaire. There are no right and wrong answers./ There are only opinions, and every man is entitled to his own. The purpose of the study is to find out how you feel about the questions that are asked below. Do not sign your name. No one will ever know what opinion you personally have given. Our only request is that you give us your opinions as honestly and as accurately as you can, without being influenced by the opinions of others. We hope our study may prove useful for both the police and the community of Newark.

1. Age at last birthday:_____years old. 2. Rank:_____

3. In what capacity do you usually work as a policeman?
   foot patrolman _____
   motor patrol _____
   motorcycle unit _____
   traffic control _____

4. What was your usual occupation before becoming a policemen? _____

5. Have you served in the military? Yes_____ No_____ (If No, Go To Question 6)
   Army_____ Navy_____
   Marines____ Coast Guard_____
   Air Force____ National Guard____

   In your military career, did you ever serve with the military police? Yes____
   No____ If so, for how long?_____

6. Religious preference:
   _____Protestant
   _____Catholic
   _____Jewish
   _____Pentecostal
   _____Muslum
   _____Baptist
   _____Athiest

7. Are you:
   ___Single
   ___Married
   ___Divorced
   ___Separated
   ___Widowed

8. Race:
   ___White
   ___Black
   ___Spanish
   ___Other (please specify)

9. How many children to you have?_____
   If you have children, do they attend public or private schools?____Public
   ____Private

10. Number of years on the police force:
    ____6 mo. or less
    ____6 mo. to 1 year
    ____1 - 2 yrs.
    ____2 - 3 yrs.
    ____3 - 5 yrs.
    ____5 - 8 yrs.
    ____8 - 10 yrs.
    ____10-15 yrs.
    ____more than 15 yrs.

11. Please indicate your approx. income:
    ___$5,000-7,500
    ___ 7,500-10,000
    ___10,000-12,500
    ___12,500-15,000
    ___$15,000-20,000
    ___ 20,000-25,000
    ___25,000 -30,000
    ___over 30,000

12. What was the last grade in school you finished?
    ____8th or less
    ____some high school
    ____high school grad.
    ____some college or trade school
    ____college grad.
    ____graduate school

13. Where were your grandparents born? (If in USA, what part of the country?)

_____

14. If you are white, have you ever lived in the same neighborhood with black families?
_____Yes _____No

15. If you are black, have you ever lived in the same neighborhood with white families?
_____Yes _____No

16. In what social class were you raised?
_____Working Class
_____Lower Middle Class
_____Middle Class
_____Upper Middle Class
_____Upper Class

17. In what social class do you consider yourself now?
____Working Class
____Lower Middle Class
____Middle Class
____Upper Middle Class
____Upper Class

18. What was your father's usual occupation? _____

19. How would you classify yourself politically (Check one in each column.)

_____Democrat	_____Conservative
_____Republican	_____Moderate
_____Independent	_____Liberal
	_____Radical

20. Generally, do you think the people in the neighborhood where you work have the same political ideas as you do? Yes_____ No_____

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1. a) Do you think the police operations in the neighborhood where you work are:
_____very satisfactory____generally satisfactory____generally unsatisfactory
____unsatisfactory
b) Why do you feel this way?_____
_____

2. How good a job do you think the police do in providing protection for the people in the neighborhood where you work?
_____excellent _____good _____fair _____poor

3. a) How much respect do you think the people in the neighborhood where you work have for the police? ____a good deal ____some ____hardly any
b) Why do you think this is so?_____
_____

4. Do you think the police live in the same neighborhood where they work?
_____most ____some ____hardly any ____none

5. a) How do you think police service in the neighborhood where you work compares with other neighborhoods in Newark?
_____better than most _____about the same ____not as good as other neighborhoods
b) Why?_____

6. How good a job do the police do being respectful to people in the neighborhood where you work?
_____very good _____pretty good _____not so good

7. Would you want your child to be a policeman? _____Yes _____No
Why or why not? _____
_____

8. In your opinion, what is the main purpose that the police serve in the neighborhood where you work? _____
_____

9. In your opinion, which of the following is the biggest problem in the neighborhood where you work? _____crime in the streets _____burglary
_____dope addiction _____juvenile delinquency
_____need for better police protection _____murder
If none of these problems apply, please write the biggest problem below.
_____

10. a) Do you think a white community objects to having a black policeman assigned to that area? _____Yes _____No
b) Do you think a black community objects to having a white policeman assigned to that area? _____Yes _____No

11. At the present time, do you think: (check one in each column)
there are enough blacks on the force___ there are enough young men on the force___
there are too many blacks on the force___ there are too many young men on the force___
the number is about right___ the number is about right___

12. In your daily experience, have you found it necessary to be more strict with:
a) male or female law violators ____male ____female
b) black or white law violators ____black ____white
c) law violators over 30 or under 30 ____over 30 ____under 30

13. If you were given your choice of district assignments, would you:
_____like to work in a white neighborhood
_____like to work in a black neighborhood
_____like to work in a mixed neighborhood

14. In your opinion, about what percent of the arrests in your district involves:
a) black law violators _____%
b) law violators under 30 _____%
c) female law violators _____%

Read each statement and check whether you strongly agree, agree, disagree, or strongly disagree.

1. Women receive greater courtesy from the police than men do.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

2. Police treat people from the same background as themselves better than other.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

3. Police treat blacks and whites with equal respect.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

4. You would have to replace at least half of the police to get a really good police force in this community.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

5. Police let the black community in Newark get away with murder.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

6. If people don't treat the police with respect, then police should not treat them with respect.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

7. Police treat adults with more respect than they do young people.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

8. Police let the white community in Newark get away with murder.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

9. The way a person looks has a great deal to do with the way he will be treated by police.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

10. If you've got money, you don't have to worry about the police in Newark.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

11. Blacks have less respect for law and order than whites do.
___Strongly agree ___Agree ___Disagree ___Strongly disagree

Please check whether the following statements about police behavior happen frequently, sometimes or never happen in your neighborhood.

WHEN DEALING WITH PEOPLE IN THE NEIGHBORHOOD WHERE YOU WORK, GENERALLY THE POLICE:	HAPPENS IN NEIGHBORHOOD: Frequently	Sometimes	Never
1) Lack Respect, Use Insulting Language			
2) Give Everyone a Fair Shake			
3) Act Like Bigshots			
4) Are Always There When You Need Them			
5) Use Unnecessary Force Making Arrests			
6) Are Friendly and Helpful			
7) Search People Without Good Reason			
8) Are Honest			
9) Search Cars Without Good Reason			

1. Have you, as a private citizen, been in contact with the police to
   report a crime _____Yes _____No
   because of a traffic violation _____Yes _____No
   stopped and questioned _____Yes _____No

2. Do you see any need for meeting the people in the neighborhood where you work
   a) socially _____Yes _____No
   b) to increase community relations programs _____Yes _____No
   c) to discuss mutual problems _____Yes _____No

3. Do you think that the people in the neighborhood where you work would be willing to pay more taxes in order to increase police salaries? ___Yes ___No

4. In what section of Newark do you live? _____
   If not in Newark, Please specify where: _____

The information received from this questionnaire will be used in compiling data for a project at Rutgers--The State University. Please put a check in front of the answer that best applies to you. In some cases a short written answer is requested. Thank you for your cooperation.

1. Please list ages of people living in your household (age at last birthday).

Husband_____age

Wife _____age

Children _____ages

_____
_____
_____
_____
_____

Others (specify) _____age

Do your children attend public or private schools? Public____ Private____

2. How long have you been married?_____

3. What is the husband's usual occupation?

Occupation_____

4. What is the wife's usual occupation?

Occupation_____

5. Highest grade in school completed

By husband	By wife
___8th or less	___8th or less
___some high school	___some high school
___high school graduate	___high school graduate
___some college or trade school	___some college or trade school
___college graduate	___college graduate
___graduate school	___graduate school

6. Yearly income:

Husband's Income		Wife's Income
_____	None	_____
_____	5,000-7,499	_____
_____	7,500-9,999	_____
_____	10,000-12,499	_____
_____	12,500-14,999	_____
_____	15,000-19,999	_____
_____	20,000-24,999	_____
_____	25,000-29,999	_____
_____	30,000 or over	_____

7. Usual occupation of husband's father.

(If deceased, what was his occupation)_____

8. Usual occupation of wife's father.

(If deceased , what was his occupation)_____

9. How long have you lived at this location?

____less than 6 months
____6 months to 1 year
____1 or 2 years
____3 or 4 years
____5 or 6 years
____7 or 8 years
____more than 8 years

10. How many times have you moved in the last 5 years? (If you haven't been married 5 years, how many times have you moved since being married?)

____0
____1
____2
____3
____4
____5
____6
____7
____8 or more

11. Why did you move to this location? _____
_____
_____
_____

12. Formerly, had you lived in

____your own house
____a rented house
____an apartment
____a mobile home

13. How long did you live there?

____less than 6 months
____6 months-1 year
____2 years
____3-4 years
____5-6 years
____7-8 years
____more than 8 years

14. What are your plans for the future as far as a place to live? (next few years)

____continue living where we are now
____move to another residence (please specify why you are moving and where) _____

_____

_____

15. Do you get together with your neighbors on holidays? (Labor Day, July 4th, etc.)

____usually
____sometimes
____once in a great while
____never

16. Does anyone in this neighborhood ask for your advice or assistance?

____yes ____no

If yes, how often does this occur?

____often ____occasionally ____once in a great while

17. Do you and your neighbors exchange or borrow things? (tools, dishes, recipes, food)

____often
____sometimes
____rarely
____never

18. How often do you speak to your next door neighbor?

____everyday
____more than once a week
____once a week
____once in a while
____hardly ever
____never

19. Did you know any people in your community (suburban neighborhood, mobile home park, apartment complex) before you moved in?

____none ____one ____a few ____many

20. Do you belong to any neighborhood (or park) groups or organizations?

____yes ____no

If you do belong to a group or organization, how often do you attend meetings?

____all ____some ____seldom ____never

21. Do you do most of your visiting and socializing inside or outside this neighborhood (park)?

____mostly inside ____mostly outside

22. Think of the people you have visited in the last 2 weeks. Count the number of these families or homes that were in your community (suburban neighborhood, mobile home park, apartment complex). Count the number that were outside the neighborhood.

____number of homes in the neighborhood
____number of homes outside the neighborhood

23. Some people say "These days a person doesn't really know who he can count on." Do you think you can "count on" your neighbors when you need them?

____definitely
____probably
____don't know
____probably not

24. Would you say that people who live in apartments are

____more friendly than those who live in houses or mobile homes
____less friendly than those who live in houses or mobile homes
____are not any more or less friendly
____not sure

25. Would you like to meet more people in the apartment complex?

____yes ____no ____don't know

26. As far as accidents (fire, traffic, falling, etc.) are concerned, do you think an apartment is

____safer than a house or mobile home
____as safe as a house or mobile home
____not as safe as a house or mobile home

27. As far as crime is concerned, do you think an apartment is

____ safer than a house or mobile home
____ as safe as a house or mobile home
___ not as safe as a house or mobile home

28. What do you like best about living in an apartment?

_____
_____
_____

29. What do you dislike most about living in an apartment?

_____
_____
_____

30. A person feels at home in this apartment complex.

____strongly agree
____partially agree
____do not agree or disagree
____partially disagree
____strongly disagree

31. *A person can usually feel free to drop in any time for a visit with most* people in this apartment complex.

_____strongly agree
_____partially agree
_____do not agree or disagree
_____partially disagree
_____strongly disagree

32. Aside from a possible change in occupation, it would make a great deal of difference to me if we had to move out of this apartment complex.

_____strongly agree
_____partially agree
_____do not agree or disagree
_____partially disagree
_____strongly disagree

33. When you think about a place to live, do you think

_____this is the only place you could ever be really at home
_____you feel at home here, but probably would feel just as much at home in another place if you had to move
_____there are other places you might feel more at home
_____you don't feel at all at home here

34. About how many of your neighbor's apartments have you been in?

_____more than 6
_____4 or 5
_____2 or 3
_____one
_____none

Appendix C

STRUCTURED INTERVIEW

1. What were your major considerations in choosing housing?

Comments:

Init. by: Int.	Resp.	
___	___	Schools
___	___	Safety
___	___	Neighbors
___	___	Economy
___	___	Convenience
___	___	Job
___	___	Availability
___	___	Privacy
___	___	Space (room)
___	___	Interior
___	___	Exterior

2. How satisfied do you think people around here feel about this community? (What do they like? What do they dislike?)

Likes:

Dislikes:

___ very satisfied
___ somewhat satisfied
___somewhat dissatisfied
___very dissatisfied
___no opinion

3. A. What is a good neighbor? (Is a good neighbor someone who minds his own business?)

____Yes ____No ____No opinion

Comments:

B. How many people here are good neighbors?

Comments:

____ none
____ a few
____ many
____ all

4. Do you feel close to the people in the community?

Comments:

____Very close
____Somewhat close
____Somewhat distant
____Very distant
____No opinion

5. How many of your neighbors greet you, say "Good morning", or say "Hello" to you on the street? (Does the individual expect a greeting?)

Comments:

from:
____Most people
____Some
____A few
____None

6. Do your children like this neighborhood? Why? Why not? (Try to ask children)

Likes:

Dislikes:

Children's feelings:
____Like it very much
____Tolerable
____Dislike it

7. Are there a lot of "bad" kids in the neighborhood?

Comments:

____many
____some
____very few
____none

8. Generally, is this a good place to bring up children?

Comments:

____the best
____good but some problems
____same as anywhere else
____bad (why?)

9. Are there a lot of muggings and burglaries in this neighborhood?

Comments:

____many
____some
____few
____none

10. Are you worried about either you or your children being victimized?

Comments:

____very worried
____somewhat worried
____not very worried
____not worried at all

11. How do you think your neighborhood compares with others? (in terms of safety from crime)

Comments:

____better than most
____about the same
____worse than most

12. Do you feel safe walking around at night in your neighborhood?

____perfectly safe
____fairly safe
____not very safe
____very unsafe

13. Do you ever NOT go somewhere you might want to go because it is unsafe?

____Yes ____No

14. How do you feel about the management? (Apts. & Mobile homes) Specific complaints.

15. Did you register to vote in the last election?

____Yes ____No

If yes, for which party did you register?

____Democrat
____Republican
____Independent

Did you vote? ____Yes ____No

16. What kind of people live in mobile homes? (For those living in apts. or private homes.)

OR

What do you believe other people think about mobile home dwellers?

17. Should we have more mobile homes? Why? Why not?

What about for old people and low income families?

18. For mobile home residents - How could the state government help the problems of people living in mobile homes?